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ABSTRACT

This annotated bibliography lists and summarizes the key points of 33 resource materials that focus specifically on portfolio assessment. Compiled in Spring 1993 as part of a demonstration project funded by the Wisconsin State Board of Vocational, Technical, and Adult Education, the bibliography is intended to serve as a tool for use in developing a portfolio assessment process for adult basic skills students. Included among the topics discussed in the works cited are the following: assessment and accountability in a whole literacy curriculum, joint teacher-student assessment through the use of portfolios, impacts of portfolios on teachers' instruction and students' self-understanding, portfolio assessment in mathematics, aggregation of portfolio data, family portfolios as a tool for documenting changes in parent-child relationships, employability skills portfolios, and portfolio assessment for language minority students. A list of the 77 journal articles, 3 bibliographies, and 7 newsletters reviewed during the process of compiling the annotated bibliography is included. (MN)

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ALTERNATIVE LEARNING DIVISION

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PORTFOLIO ASSESSMENT:

AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESOURCES

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Spring 1993

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PORTFOLIO ASSESSMENT:
AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESOURCES

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PORTFOLIO ASSESSMENT:
AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESOURCES

Introduction

This bibliography was compiled in Spring 1993 as part of a demonstration project funded by the Wisconsin State Board of Vocational, Technical, and Adult Education. The overall purpose of the project was to develop a portfolio assessment process for adult basic skills students. The sources were identified through an investigation of current literature, including books and journals as well newsletters and program reports. While we attempted to be comprehensive in our search, the bibliography is not intended to be all-inclusive. The literature on portfolio assessment is voluminous and continually expanding. We decided that the most useful resource would be a *selective* annotated bibliography that included the most noteworthy publications (from our perspective). We have also included a bibliography that provides a list of all the literature that we reviewed in our search. It includes a list of newsletters and several other bibliographies.

We used several criteria in selecting items for the annotated bibliography. With a few exceptions, we included only those publications that focused specifically on portfolio assessment. Literature on authentic assessment, performance-based assessment, and assessment in literacy education more generally provides an important context for portfolio assessment but was considered beyond the scope of this bibliography. For such literature, we refer readers to the bibliography published by the Northwest Regional Educational Laboratory and Hanna Fingeret's guide to portfolio assessment (see citations in our bibliography). Since the vast majority of literature describes portfolio assessment with children or young people, we tried to include pieces with ideas that could be most easily applied by adult basic education practitioners. We also chose articles that offered different kinds of information or perspectives, and those with concrete examples of "how-to-do-it."

We hope that this bibliography provides you with a good starting point for your own work with portfolio assessment!

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PORTFOLIO ASSESSMENT
ANNOTATED BIBLIOGRAPHY

Arter, J. A. & Spandel, V. (1992). Using portfolios of student work in instruction and assessment: An NCME instructional module. Educational Measurement: Issues and Practice. 11, 36-44.

This article is designed to be an "instructional module" on portfolio assessment. It includes a "self-test" at the end that is actually a very useful set of questions to guide the design of a portfolio system. The authors review the rationale for using portfolios, present a definition for portfolios, discuss purposes for portfolios and how this can affect their content, summarize portfolio systems for various purposes, provide examples of questions that can be used to stimulate student self-reflection, discuss composite portfolios, review development considerations, and discuss issues related to the use of portfolios as assessment tools. A key theme is the need for careful design so that portfolios provide representative and valid information. The authors advocate for collaboration among students, teachers, administrators and policy-makers in designing elements such as criteria and sampling. This is an excellent summary of key ideas regarding portfolio assessment, succinct yet thorough.

Au, K. et al (1990). Assessment and accountability in a whole literacy curriculum. The Reading Teacher, 43(8), 574-578.

This article discusses the assessment approach used to document literacy skills in a Hawaiian elementary school. It provides a framework of six aspects of literacy: ownership; reading comprehension; the writing process; word identification; language and vocabulary knowledge; and voluntary reading. Five major tasks/procedures for assessment are also described: an attitude questionnaire; response to literature task; writing sample; running record; and voluntary reading log. Good concrete examples of two of these procedures follow, along with suggestions about how these can be used to compare the student's achievement with grade level benchmarks. The concrete examples and framework of this article are particularly useful.

Buschman, L. (1993, May). Alternative assessment: Students and teachers doing assessment together. Assessment Alternatives Newsletter, 5-10.

This author, an elementary school teacher, discusses alternative assessment as practiced by students in his classroom. Alternative assessment is used to measure student competence to perform tasks similar to those outside the classroom, to acquire basic skills, and to engage in data collection and analysis. The article describes the use of portfolios, student performances and questionnaires as assessment tools. Also discussed is why alternative assessment has gained a prominent role, the need for clearly stated criteria, using collaborative learning, peer tutors, process writing and student authored books, think-alouds (either group or on tape), and other strategies to increase student involvement in assessment. The problems of portfolio assessment are also discussed. Portfolio assessment is labor intensive, time consuming, requires student and teacher to learn new skills, and requires classroom changes. Also noted as difficulties are the

perceptions that portfolio assessment is subjective, lacks support by societal values, and requires new roles of students and teachers. This is a very good example of how to use alternative assessment and what it might encompass.

Calfee, R. & Perfumo, P. (1993). Student portfolios: Opportunities for a revolution in assessment. Journal of Reading, 36(7), 532-537.

This article begins by describing attractive components of alternative assessment, which include: it demonstrates competence; it is project rather than item oriented; and it allows informed judgement by the teacher to take place. The authors go on to describe the use of literacy portfolios in the elementary grades, based on a survey of 150 contacts. Additional in-depth information was obtained from 24 contacts. The findings revealed that teachers are highly committed and energized by portfolio assessment. Technical foundations, including evidence of reliability and validity, were inconsistent. Portfolios encourage narrative evaluation reporting instead of or in addition to grading. Some conclusions emphasized in the article were that the portfolio concept is a local reaction to external control, without a solid foundation the portfolio movement will fail, portfolios take a lot of work, standardization could become an issue with portfolios, and the portfolio movement needs to be connected to other supporting components that meet individual classroom needs as well as external policy demands. This is a good report on current attitudes about portfolios from those currently using this alternative assessment method.

California Assessment Collaborative. (1993). Reflections provide unique structures for student self-assessments. Assessment Matters: Newsletter of Exemplary Assessment Practices, 2(4), 2-4.

This article describes how the California Assessment Collaborative structures student reflection. The article gives examples of questions that encourage students to think about their learning. The questions are grouped into six areas which define the focus of the question. The six areas of reflective questions are designed to (1) prompt reflection on the assignment and the context; (2) obtain personal reactions to the work; (3) assess how students use prior knowledge; (4) describe strategies used to complete the work; (5) examine students' understanding of performance criteria; and (6) assess the ability to self-correct. The article includes very helpful examples of reflective questions as well as a useful organization for the questions that define their purposes.

Camp, R. (1992). Portfolio reflections in middle and secondary school classrooms. Chapter 7 in Yancey, K.B. (Ed.) (1992). Portfolios in the writing classroom. Urbana, IL: National Council of Teachers of English.

This chapter describes a portfolio assessment model that emphasizes student reflection. The model was developed in Arts PROPEL, a Rockefeller-funded project to develop assessment procedures in music, visual arts, and writing for students in grades 6-12. The chapter describes a series of developmental stages that gradually introduce students to portfolio assessment and the

process of reflection. As students gain skills, they are given increasingly more complex tasks to prompt further reflection. A distinctive contribution of this chapter is the model it provides for developing students' abilities to reflect. While the model is based on writing only, it might be adapted for other content areas. The stages start with teacher modelling and student oral reflection. Students progress from simple reflection on a single work to making comparisons among different pieces and reflecting on the process of writing. They also are gradually asked to reflect on themselves as writers and how their writing has changed over time. This is an excellent model of how to "teach" reflection in the context of portfolio assessment. The author provides the questions used to stimulate student reflection, thus offering concrete examples that might be adapted for other settings.

Carter, E. B. (1993). Authentic assessment for adult basic skills. Milwaukee, WI [unpublished paper].

This paper has two sections. The first section discusses advantages and disadvantages of standardized and normed tests. Authentic assessment, performance assessment and portfolio assessment are then defined and discussed. The second section describes specific procedures developed by the author for using portfolio assessment in adult basic skills classes. This paper is particularly helpful because it provides concrete examples of how portfolio assessment might be used in an adult basic skills context. The author describes different portfolio contents for writing, reading, and mathematics.

Cooper, W. (1992). Editorial: Getting started with portfolios - what does it take?. Portfolio News, 3(2), 12-14.

Suggestions in this article for developing a portfolio include: consider the value of collaboration; try to be clear about your purposes for using portfolios--why are the students assembling them?; keep the focus on student ownership; keep issues of grading and evaluation in perspective; and adopt an exploratory attitude. The author stresses that teachers must focus on how to engage students in the portfolio process. Sharing and collaboration are described as an important mechanism in portfolio development; there is no quick-fix, sure-fire procedure. This article is a short, concise description of what you need to do to successfully get started with portfolios.

Fingeret, H. A. (1993). It belongs to me: A guide to portfolio assessment in adult literacy education programs. Durham, NC: Literacy South.

This publication is intended to introduce adult literacy educators to the concept of portfolio assessment and to serve as a guide for implementing portfolio assessment in adult literacy education. It is based on information from an extensive literature review and interviews with practitioners currently involved in portfolio assessment. The manual starts by defining portfolios and portfolio assessment, then discusses reasons for choosing portfolio assessment, how to plan portfolio assessment, how to implement and evaluate portfolio assessment. It also addresses issues related to revising the portfolio assessment process, the impact of portfolio assessment, and assessment as a program process. An important initial question stressed by the author is whether portfolio assessment is philosophically consistent with instruction. Portfolio assessment assumes a whole language, participatory approach to instruction. The author also makes some important recommendations for support of portfolio assessment on a national level.
An obvious strength of the publication is its specific focus on portfolio assessment in the context of adult literacy programs. The manual provides a clear, step by step process for planning and implementing portfolio assessment. A useful annotated bibliography is included in this document.

Gomez, M.L., Graue, M. E. & Bloch M. (1991). Reassessing portfolio assessment: Rhetoric and reality. Language Arts, 68(8), 620-628.

The article describes issues that researchers identified from studying one fifth grade teacher's use of portfolios over a year. It provides examples of specific incidents, raises three questions about portfolio assessment and suggests answers: How does portfolio use affect teachers' work? (It creates much greater time demands). What is the impact of portfolios on teachers' instruction? (There is a need for more student observation and individualized instruction). What is portfolio's impact on students' self-understanding? (Change in self-understanding requires active teacher questioning and interaction). It is stressed that the benefits of portfolio assessment are not achieved without considerable new demands on the teacher.

Herman, J.L., Aschbacher, P.R. & Winters, L. (1992). A practical guide to alternative assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

This book describes a process for developing alternative assessments. The authors define alternative assessments as "variants of performance assessment that require students to generate rather than choose a response." They discuss a number of concepts from cognitive learning theories that provide a rationale for using alternative assessments rather than multiple-choice testing. The process of developing alternative assessments that they present includes four main steps: (1) determining the purpose; (2) selecting assessment tasks; (3) setting criteria; and (4) ensuring reliable scoring. This is one of few publications that provides a detailed discussion of how to set criteria for evaluation. While most of the discussion throughout the book addresses

alternative assessment in general, there is a section devoted specifically to setting criteria in portfolio assessment. This section and the section on ensuring reliable scoring illustrate the complexity of this aspect of assessment--an area that is frequently given inadequate attention in discussions of portfolios.
The authors tend to emphasize the use of numerical scoring with assessment tasks, which others might find inappropriate in portfolio assessment. They do discuss some qualitative evaluation methods as well. This book also includes a useful discussion of alternative assessment for decision-making.

Knight, P. (1992). How to use portfolios in mathematics. Educational Leadership, 49(8), 71-72.

This article describes how an algebra teacher initiated the use of portfolios in her classroom. It describes her storage method, examples of work included, how criteria for selection were established and evaluation methods. The portfolio assessment method was found to offer teachers insight into students "maturity, self-esteem, and writing abilities. . . were an important tool for student self-evaluation." A useful set of questions to ask about math portfolios are provided. These concern issues related to reliability, grading, writing skills, and standardization. The establishment of a portfolio network was reported to be very supportive and useful. The article walks the reader through the initial establishment of a mathematics portfolio and its effects on students. The questions to consider about math portfolios are very helpful. However, the ├-705Xdrtisl not elaborate on any aspect of the process.

Lamme, L. L. & Hysmith, C. (1991). One school's adventure into portfolio assessment. Language Arts, 68, 629-640.

This article describes the process used in the Blackburn school district (serving pre K-grade 2) to implement portfolio assessment. The article goes on to describe examples of portfolio assessment artifacts. It includes scales for writing development, emergent reading, response to literature, and samples of a reading record. Also included is a schema of stages of teachers' involvement with portfolio assessment. The authors discuss problems as perceived by the teacher, such as excessive paperwork and labor intensiveness. The article ends with recommendations for allocating time, collaborating, and encouraging attendance at workshops. Overall the article is quite useful, although sections on parental involvement may be irrelevant for teachers in adult literacy programs.

McGrail, L. & Purdom, L. (1991-1993). Adventures in assessment: Learner-centered approaches to assessment and evaluation in adult literacy, Volumes 1-4. Boston: SABES, Bureau of Adult Education, Massachusetts Department of Education.

Each of the volumes in this series consists of articles written by adult basic education practitioners. The first volume, Getting Started, describes a variety of initial assessment tools and activities. The second volume, Ongoing, focuses on strategies for assessment during the process of learning. Volume 3, Looking Back, Starting Again, discusses varied approaches to assessment at the end of a class or program. Volume 4 (and subsequent volumes) deal with varied issues and topics. These volumes offer a wealth of ideas and information on alternative assessment practices in adult literacy education. They deal with topics such as goal setting, self-assessment, assessment in workplace education, student ownership and program evaluation. Many helpful checklists, inventories, and other tools are included. A particular strength of the volumes is that they present strategies developed by teachers themselves. Many strategies might be adapted by practitioners in other adult literacy settings.

Meyer, C., Schuman, S. & Angello, N. (1990). Aggregating portfolio data (NWEA White Paper). Lake Oswego OR: Northwest Evaluation Association.

This article summarizes key issues related to aggregating portfolio data. The content was developed by a working group including K-12 teachers, assessment specialists and curriculum developers. The issues include "newness" of portfolios, levels of aggregating portfolio data, potential conflicts in using portfolios for individual and large scale assessment, benefits of portfolios serving both purposes, and appropriate methodology for aggregating portfolio data. This article is useful as a comprehensive discussion of the topic. A number of questions are not answered due to a lack of available information, since to date few actual examples of aggregating portfolio data exist. A particularly helpful section describes six questions that might be used in a process of standardizing portfolios.

Paulson, L. (1992). Hints: Getting started with self-reflection. Portfolio Assessment Newsletter, 3(3), 9.

This is a one page description of how to start using student self-reflection. Three distinctly different types of self-reflection are described that focus on why certain pieces were selected, comparing items in the portfolio, and reflecting on an entire portfolio. The article also describes possible ways to phase in self-reflection using four stages. The key message of the article is that all types of reflection are important. There is no set formula for implementing self-reflection, only suggestions in this short, concise article.

Paulson, F. L., Paulson, P. R. & Meyer, C. A. (1991). What makes a portfolio a portfolio? Educational Leadership, 48(5), 60-61.

The article begins by defining portfolio as "a purposeful collection ... that must include student participation ... and evidence of student self-reflection." It describes rationale for using portfolios, such as providing a visual representation of student work, allowing personal choices, encouraging students to take charge of their own learning and assume ownership. Portfolios can provide a comprehensive view of student performance in context and provide a forum that encourages students to be self-directed learners.

Eight guidelines to making a portfolio a powerful tool for students are outlined:

1. Students learn about learning with self-reflection.
2. Self-reflection needs to be done by the student.
3. The portfolio is separate and different from the student's cumulative folder.
4. The portfolio must convey explicitly or implicitly the student's activities.
5. The portfolio may serve a different purpose during the year from the purpose it serves at the end of the year.
6. The portfolio may have multiple purposes, but these must not conflict.
7. The portfolio should contain information that illustrates growth.
8. Students will need support, models and examples to help them develop portfolios and reflect.

Popp, R. (1992). Family Portfolios: Documenting Change in Parent-Child Relationships. Louisville, KY: National Center for Family Literacy.

This article describes a program that uses portfolios to document changes in parent-child relationships and interactions in a family literacy program. The portfolios are used in combination with other assessments, and are added to at monthly conferences between the child, parent, and teacher. Materials chosen are "typical" works, and include a summary of the work and what it means. This article defines portfolios, their purpose, possible physical forms of portfolios, and gives examples of contents. Also discussed are the role of the teacher, who chooses materials, and how to use portfolios in combination with tests. Suggestions and examples are given about how to communicate the importance of portfolios. There are also tips about how to code themes for evaluation using categories for aggregating data. This is a very good introductory article about literacy portfolios. It includes many definitions and useful examples, discusses questions and issues, and has a nice set of references.

PROPEL. (1991). Writing portfolio: Current working model (Division of Writing & Speaking). Pittsburgh, PA: Harvard Graduate School of Education.

This program guide describes a collaborative writing portfolio project involving the Pittsburgh Public Schools, Harvard's Project Zero and Harvard's Educational Testing Service. It defines the writing portfolio assessment process and content selection process. Assessment occurs in

three dimensions: accomplishment in writing; the writing process; and growth and development in writing. These dimensions include teacher review sessions, classroom assessment (self, peer, student, teacher) and family review sessions. The article outlines a basic model, including contents and principles, and gives copies of forms used in the project. It also describes questions to consider in designing a portfolio as well as creating assessment dialogue around portfolios. The examples of content and forms provided are useful.

Seybold, J. (1992). An adventure into portfolio assessment. Portfolio News-letter, 1(2), 7-11.

This article describes a project to create portfolios with 2100 high school English students "emphasizing the process of writing, talking about this process and the pieces produced at each stage." A departmental workshop for twenty English teachers was organized to develop a Writing Assignment Planning Sheet that helps teachers define portfolio requirements and purposes. The need to have teachers understand the goals and purposes of portfolios reflection, goal-setting and self-assessment before implementing the project was emphasized. The author also emphasizes the importance of looking at portfolios as a process. The Writing Assignment Planning Sheet is included and may be helpful for teachers in formulating their own purposes and goals for portfolios.

Short, K. G. & Kauffman, G. (1993). Hearing students' voices: The role of reflection in learning. Portfolio News, 4(2), 12-15.

This article begins by discussing the need for reflection to move from 'doing" curriculum to reflecting on that "doing" and developing a collaborative process, both in choice of learning and decision-making, and about the meanings of those actions. The article goes on to discuss the need for a reflective learning environment and describes methods to establish one. It reinforces the need to include students in the formal evaluation system, such as including a letter of self evaluation with the report card or letters telling who students are as learners including their growth over the year. The article ends by stating reflection can cover content, process, purpose and goals of the learning experiences. The article's emphasis on student involvement and ownership is brought to reality through descriptions of evaluation methods and case examples. The key points about portfolio assessments in the article are the importance of student ownership and choices so as not to devalue student perspectives, and the possibility of having several kinds of portfolios developed to serve different audiences.

Stemmer, P., Brown, B. & Smith, C. (1992). The employability skills portfolio. Educational Leadership, 49(6), 32-35.

This article was included because ABE students often identify employability skills as a goal in their learning. It describes the experience of the Michigan Employability Skills task force in determining general employability skills and development of a prototype for the portfolio. It discussed the general contents and gave examples of specific items one might see in an employability skills portfolio. The first year pilot activities are described, as well as the use of

the portfolio and related activities and participants. The skills profile is a useful tool for establishing performance criteria. One key idea about portfolio assessment in the article is that they have no boundaries. The Employability Skills Profile was developed for the areas of academic skills, personal management skills, and teamwork skills and are useful references. Issues which resulted from the pilot include: the need to enlist greater involvement from businesses and parents; the importance of developing a meaningful scoring system; and the need for more training in assessment strategies.

Stenmark, J.K. (Ed). (1991). Mathematics assessment: Myths, models good questions and practical suggestions. Reston, VA: NCTM.

This book is designed to introduce teachers to assessment strategies that reflect the National Council of Teachers of Mathematics' 1989 Curriculum and Evaluation Standards. These standards suggest that multiple means of assessment, not just standardized tests, are necessary to obtain a comprehensive picture of students' mathematical abilities Further, students' strategies and thought processes must be assessed as well as their answers to problems. The book provides an introduction to performance assessment and the use of observations, interviews, conferences and questioning to gather information about students' skills and strategies. One chapter deals specifically with mathematics portfolios. A final chapter offers suggestions for implementing models of assessment, and addresses issues such as student participation and self-assessment. This book is an excellent introduction to alternative assessments in mathematics. The chapter on portfolios offers some very helpful examples of instructional goals and portfolio contents that might relate to those goals. They suggest criteria that might be used to evaluate portfolios and provide examples of prompts for student writing about mathematics.

Tierney, R. (1991). Portfolio assessment in the reading-writing classroom. Norwood MA: Christopher Gordon Publishers.

This is a comprehensive overview that discusses general issues related to portfolio assessment. It introduces portfolios as part of a "reading and writing classroom," and provides many suggestions for starting and sustaining portfolio use. Each step in portfolio development is explored in depth in individual chapters. Chapter 8 on portfolio analysis is quite helpful. There is also a chapter which describes efforts to aggregate portfolio data at a classroom and district level for evaluation purposes. Great emphasis is placed on students' role in portfolio construction and evaluation. Related to this, lists of evaluation criteria generated by students are included. The authors discuss issues surrounding assessment and portfolios, provide many examples of portfolio systems, explore the ways that portfolios can be used instructionally, and show examples of criteria for assessing portfolio entries, and portfolios as a whole.
This book was designed for classroom teachers, and the information is presented in a very user-friendly style and format. There is also an annotated bibliography. Don't be put off by the fact that this book is written about work with children; it is an important resource.

Valdez-Pierce, L. and O'Malley, J. M. (Spring 1992). Performance and portfolio assessment for language minority students. Washington, D.C.: National Clearinghouse for Bilingual Education.

This guide describes performance assessment procedures and a portfolio assessment framework for monitoring development of language minority students. Aspects of performance assessment discussed include oral language assessment, reading assessment, writing assessment, anecdotal records, self-assessment and learning strategies. Portfolio assessment steps are identified, including selection of purpose, specific focus, task/instrumentation selection, criteria, collaboration, staff development, student selection, student/parent involvement, data collection and analysis. The article points to a variety of ways to use portfolio results. Development checklists for the performance assessment areas are given. Concerns related to portfolios in practice and possible solutions are discussed. These include lack of time, how to decide what goes into a portfolio, how to interpret the contents, and how others are using alternative assessment. The article contains nice examples of proficiency rating scales, developmental checklists, evaluation criteria, and portfolio sample contents.

Valencia, S. (1990). A portfolio approach to classroom reading assessment: The whys, whats, and hows. The Reading Teacher, 43(4), 338-340.

This article discusses strengths of the portfolio approach related to the need to "capitalize on the best each student has to offer and the need for different ways to evaluate learning." It defines four guiding principles: authenticity of tasks, texts, and contexts; continuous, ongoing process; multidimensional assessment; and active, collaborative reflection between student and teacher. The article describes what portfolios look like, including contents, storage and access. It defines organization strategies for the portfolio, including planning as related to instructional goals. The article also speaks to problems related to instructional goals and to the flexibility of the portfolio, hence its possible lack of reliability, consistency and equity. The author discusses ways to minimize these problems, such as varied levels of assessment (required and supporting), the review of portfolios and their role in classroom decision-making. This is a concise summary of main points about the need for portfolios, what a portfolio looks like, how a portfolio is organized, and guiding principles.

Valencia, S. & Calfee, R. (1991). The development and use of literacy portfolios for students, classes, and teachers. Applied Measurement In Education. 4(4), 333-345.

This article points out that student portfolios are affected by many practical and technical issues: the teacher's level of knowledge, validity and reliability of this form of evaluation, a need for adequate resources, and a need for standards/criteria for gauging performance. The authors

stress the importance of addressing these issues if portfolio assessment is going to survive as a useful evaluation tool. Staff training and development is described as a means of overcoming some of these problems. The authors briefly describe a "classroom portfolio" designed to demonstrate the achievement of third graders as a group. This is an example of a "composite portfolio" which includes work from more than one student to tell the story of group achievement. Of particular value in this article are its warnings about potential pitfalls in attempts to implement a portfolio assessment program.

Valeri-Gold, M. et al. (1991/1992). Portfolios: Collaborative authentic assessment opportunities for college developmental learners. Journal of Reading, 35(4), 298-305.

This article describes goal definition and questions for planning a portfolio assessment program in the context of a class with college developmental learners. It identifies important components in a literacy-based portfolio assessment, gives concrete examples of what goes into a sample portfolio and how the course was taught to make the best use of it. The article discusses some factors influencing portfolio design, including: (1) the structure of the portfolio; (2) the evidence in the portfolio, keeping in mind the audience and focus of the portfolio; (3) when and how the teacher assesses works in the portfolio; (4) how the portfolio will be evaluated or scored; and (5) what happens to the portfolio at the end of the term. Also discussed are four major areas of literacy-based portfolio assessment. Portfolios must include materials that exemplify attitudinal awareness, metacognitive awareness, student-created products, and process learning. This article is useful because it deals specifically with reading portfolios, and the model is with college students, which means it is geared toward older learners. However, the process is very open-ended and no criteria for evaluation are described.

Vaught-Alexander, K. (1992). "Winds of Change" in literature classes: The literary portfolio. Portland, OR: Integrated Writing Program, University of Portland.

This article begins by discussing the importance of integrating language, literature and writing to allow full individual reflection and creative responses to literature. The article defines a literacy portfolio, its contents, and emphasizes the need for student-centered learning. The article then walks through the use of a literacy portfolio using a specific literary text. The portfolio contents, process of developing the contents and audience are further described within a specified 15 week timeline. Criteria for evaluation are briefly described. The sequence of tasks and the timeline are very helpful for application within a classroom setting. The article is useful because it deals with the literature curriculum and portfolios with college students, which means it is geared toward older learners.

Vavrus, L. (1990). Put portfolios to the test. Instructor, 10(1), 48-53.

This article discusses the use of portfolio assessment as the basis of ongoing evaluation. The article outlines five essential decisions in developing a portfolio. These are: (1) what will it look like, including its physical and conceptual structure; (2) what goes in, focusing on audience,

types of evidence, and the need for student reflections; (3) how and when to select, suggesting the need for a timeline; (4) evaluating portfolios, requiring the establishment of a progression of performance standards; and (5) passing portfolios on, providing continuity. The article describes reflective records, both student and teacher. The article ends by acknowledging "they do require more time and organization ... but the benefits outweigh the costs!" There are a few concrete examples, however, most of the article is a list of questions that must be addressed when setting up a portfolio system.

Vermont Department of Education (1990-91). "This is my best" The report of Vermont's writing assessment program. Montpelier, VT: Vermont Department of Education.

This program guide includes four documents. The first is a four page brochure describing the design of the Vermont Writing Portfolio program used for large-scale statewide assessment in grades 4 and 8, which includes: "what is it; what it contains; how was it developed; how will it be assessed; how will assessment be used; and how does it work," as well as key features of the portfolio approach. Also included are two examples of benchmarks, one for grade four, one for grade eight. The fourth document is the report on the program. It introduces the program purpose and design. It includes a discussion of the importance of writing, plus the assessment criteria (a five trait analytical mode). A further description of the components of the portfolio and evaluation are included. A summary of the assessment results and "assessing the assessment" information are also included. Additionally, the appendix includes several forms, questionnaires and examples of tasks which are used in the program. This is a good example of a program design, as well as of the process involved in design and program evaluation.

Vermont Department of Education (1991). Looking beyond "The Answer": The report of Vermont's Mathematics portfolio assessment program. Montpelier, VT: Vermont Department of Education.

This report introduces the concept of portfolio assessment in mathematics education. Five critical elements of math instruction are defined, including problem solving, communication, instructional opportunities, mathematical concepts and empowerment. These are further described and criteria for assessment are outlined. The report contains a rationale for the portfolio approach, a description of what students were to include, a description of the criteria used to evaluate the portfolios (with sample student performances to illustrate the scoring scale), the scoring and training process, results, and what was learned about large-scale assessment using portfolios. Two aspects of the assessment included assessing students' "best piece" and assessing the portfolio as a whole. In the next version of the assessment, a multiple-choice test will be added to measure concepts and procedures because it was found that many portfolios did not have enough text to score. They hypothesize that this was due to the generality of the guidelines for what was to be included in the portfolio.

Seven important observations regarding the program were outlined:
1) Portfolios do provide a window.
2) Problem-solving and communication criteria and scales work.

3) There is a need for an equitable basis for evaluating student performance.
4) There is a need for additional structure to facilitate scoring.
5) Programs must be held to high standards.
6) Instruction must change.
7) Portfolio assessment requires additional resources and training.

Needs for future success with the project were identified, including needs for professional development, regional networks, communication of criteria early in the year, training teachers in the scoring, and provision of resources.

Overall, this report provides very good samples of student work and math problems, helpful discussion of what was learned and is still needed, and examples of rating forms.

Vermont Department of Education (1991). The Vermont Mathematics portfolio project: Teachers guide. Montpelier, VT: Vermont Department of Education.

This guide describes the reasons for a Mathematics portfolio program and explains the instructional changes that are essential to student assessment. Included is a description of what a portfolio looks like--the focus, components, contents, and aspects of assessment. The authors walk through math problems as assessed by problem-solving and communication scoring criteria, and give many examples. Evaluation of the entire portfolio addresses instructional opportunities, content areas represented and disposition. Issues related to management of the portfolio are discussed. The portfolio profiles are very useful and define sources of evidence and their rating scales. The many samples of problems are helpful, as well as the discussion on how to develop tasks that will invite student problem solving. A reading list as well as a list of resources for obtaining help are also included.

Vermont Department of Education (1992). Explaining portfolios to students in Vermont Part II: Writing. Portfolio News, 3(2), 3-9.

This offers examples of how to explain to students what a writing portfolio is, why one should keep a writing portfolio, what goes into it, how to develop work for the writing portfolio and finally how to tell what is good. The explanations of these issues are short and concise and can help make the use of portfolios acceptable to students. Very nice format for a brochure.

Wolf, D. P. (1989). Portfolio assessment: sampling student work. Educational Leadership, 46(7), 35-40.

This article is based on the PROPEL project, which was intended to "design ways of evaluating student learning that, while providing information to teachers and school systems, will also model personal responsibility in questioning and reflecting in one's own work. . . [and] to find ways of capturing growth over time so that students can become thoughtful assessors of their own histories as learners." The "Hows and Whys" of portfolio assessment are discussed.

Portfolios should gather samples that create biographies of works (the background effort that goes into a major project). Portfolios should gather a range of samples (including journal entries, poems, etc.), and should contain student reflections on their own work. General guides are provided for helping students in the process of self-reflection. Portfolio assessment can enlarge the view of what is learned, document the process of learning, enhance student responsibility, and give assessment a developmental orientation. Overall, the article makes a compelling case for portfolio assessment, based on its impact for students and teachers in public schools.

PORTFOLIO ASSESSMENT
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